

**CLONARD
COLLEGE**
GEELONG

Year 7 2024 Handbook



*Clonard College is a Kildare Education Ministries
Catholic School in the Brigidine Tradition.*

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* Please note that in the ease of this document's publication, the use of the word 'parent' is inclusive of a student's carers and/or guardians.

Principal's Welcome

Dear Parents and Families,

It gives me great pleasure to welcome you to Clonard College, a Kildare Education Ministries Catholic school in the Brigidine tradition. At Clonard, we offer your daughters the environment and opportunities to achieve personal excellence in all areas of school life and beyond.

We work to develop their personal strengths and talents so they can be the best they can, through a broad curriculum and co-curricular program, coupled with over 65 years of achievement in all fields from academic endeavour to music, sport and community service.

We challenge our students to become independent and equip them with the skills necessary for life-long learning and making a difference. Inspired by the Kildare Ministries Living Justice Living Peace Charter, we aim to give our students a strong sense of social justice, empathy with others and the self-confidence to find their place in the world.

Of utmost importance is the caring, supportive learning environment that exists at Clonard. In welcoming your daughter to Year 7, we are very aware of the individual needs they have as they embark on their secondary school journey. The staff at the College are here to support your daughters through their journey. Please feel free to contact us should you have any concerns.

We value our partnerships with families and trust you will find the information in this handbook a useful resource as your daughter commences with us next year.



Luci Quinn
Principal

Clonard College

A Kildare Education Ministries Catholic School in the Brigidine Tradition

Wathaurong History

Clonard College is situated on Wathaurong Land, a region that spans along the coastline from Werribee River to Lorne peninsula and inland towards Ballarat. Wathaurong is a recognised tribe of approximately 25 clans that forms part of the Kulin Nation that have lived within these regions for more than 25,000 years.

The Clonard College community acknowledges the Wathaurong people, the traditional custodians of the land on which we educate our students. We honour and pay our respects to elders past, present and emerging. We commit ourselves to walk alongside all Aboriginal people in the quest for justice, reconciliation and recognition through the transforming power of education.

Brigidine Heritage

The Brigidine story begins in 1807 when Daniel Delany, Bishop of Kildare and Leighlin, Ireland, invited six women to form a religious community in Tullow, Co Carlow. He named them the Sisters of Saint Brigid, after the great 5th century Saint of Kildare.

In 1883, six sisters from Mountrath set sail for Australia to found the first Brigidine convent in Coonamble, NSW. From there other foundations were established throughout Australia. For more than 200 years the belief that education has a fundamental role to play in spiritual, personal, social and intellectual development has engaged the imagination and energy of Brigidine women.

Clonard's Beginnings

Clonard was founded in 1956, after Parish Priest, Father John Tressider, invited the Brigidine Sisters to Geelong to accommodate more students seeking a Catholic education. The founding sisters acquired the site of Clonard in Herne Hill and began teaching in February 1956 to a student population of 40.

In more than 60 years since, Clonard has grown to accommodate 900+ students, expand its physical footprint and offer a 21st century education ingrained in the values of the Brigidine tradition. The Brigidine motto *Fortiter et Suaviter*, Latin for Strength and Kindliness was adopted by the founding sisters and became Clonard's motto, setting before us the virtues of Saint Brigid of Kildare.

Governance - Kildare Ministries and Stewardship Council

In September 2013 Kildare Ministries was established by the Holy See as a Public Juridic Person (PJP) at the request of the Congregation of the Sisters of St Brigid (Brigidine Sisters) to succeed and to carry on the ministries previously conducted by the Brigidine Sisters in Australia. In April 2014, Kildare Education Ministries (KEM), a public company limited by guarantee under the Corporations Act 2001 (Cth), was incorporated to govern the Brigidine Colleges in Victoria and South Australia.

Each College is operated by KEM which is responsible for the Catholic ethos and mission of the College and for the administration of the temporal goods assigned to it for its work. The Stewardship Council of Clonard College has delegated authority from KEM in matters such as policy, strategic planning, annual budget approval and community liaison. The Principal of Clonard College has delegated responsibility from KEM to employ and supervise staff, and to manage the College.

Core Values for Kildare Ministries Schools

At the heart of our College community is a commitment to nurturing faith. As a Kildare Education Ministries School in the Brigidine Tradition, we continue the traditions of our founders, the Brigidine Sisters, by responding to the following values:

- **Wonder** - Celebrating all that is good with joy and gratitude
- **Courage** – Speaking and acting with integrity
- **Hospitality** – Welcoming all
- **Hope** – Bringing a sense of purpose
- **Compassion** – Walking with and having empathy for all
- **Justice** – Making the needs of the vulnerable paramount

Kildare Ministries Schools



Kilbreda College
Mentone



Marian College
Ararat



Brigidine College
St Ives



Star of the Sea
Brighton



Brigidine College
Indooroopilly



St Joseph's College
Echuca



Killester College
Springvale



Kildare College
Holden Hill



Marian College
Sunshine West



Clonard College
Geelong

Kildare Ministries Community Works



Presentation Family Centre
Bainsaring



Wellsprings for Women
Dandenong












Brigidine Asylum Seeker Project

Important Dates

TERM DATES 2024	
TERM 1	TERM 2
<p>Wednesday 31 January Term 1 Commences – All students</p> <p>Friday 9 February – School Photos Tuesday 20 February – School Photos (catchup) Friday 23 February – Swimming Carnival Friday 8 March – International Women's Day Thursday 14 March – Athletics Sports Friday 13 / 15 / 22 March – Open School Afternoons</p> <p>Monday 25 March End of Term 12.50 pm dismissal 26, 27, & 28 March Kildare Anniversary Conference</p>	<p>Monday 15 April Term 2 commences</p> <p>Thursday 25 April- ANZAC Day Friday 10 May – Mother's Day Monday 6 / 14 May – Parent / Teacher Interviews (4.00 – 7.00 pm) Monday 12 June King's Birthday Public Holiday</p> <p>Friday 28 June End of Term 2</p>
TERM 3	TERM 4
<p>Monday 15 July – Term 3 Commences</p> <p>Tuesday 17 September – Year 7 Immunisation</p> <p>Friday 20 September – End of Term 3</p>	<p>Monday 7 October – Term 4 Commences</p> <p>Monday 4 November – Student Free Day Tuesday 5 November – Melbourne Cup (Student Free Day)</p> <p>Tuesday 10 December – End of Term 4</p>

People who can help

CONCERN	PERSON	CONTACT
 ENROLMENT QUERIES	> First contact: College Registrar	> E: registrar@ P: 5278 2155 (ext: 5)
 WELLBEING OR PROGRESS	> First contact: Wellbeing Teacher	> E: found via PAM OR P: 5278 2155 to request teacher to make contact
 ACADEMIC CONCERNS	> First contact: Subject Teacher	> E: found via PAM OR P: 5278 2155 to request teacher to make contact
 URGENT MATTERS	> First contact: Wellbeing Teacher OR WELCOM	> E: found via PAM OR P: 5278 2155 to request teacher to make contact
 FINANCIAL HARDSHIP	> Business Manager:	> E: helen.wood@ P: 5278 2155
 BUS TRAVEL QUERIES	> Bus Coordinator: Lesley De Noronha	> E: lesley.denoronha@ P: 5278 2155 (ext: 7)
 ICT SUPPORT & INFORMATION	> ICT Helpdesk	> E: helpdesk@ P: 5278 2155 (ext: 8)
 LEARNING NEEDS & SCHOOL INCLUSION	> Learning Diversity Leader:	> E: learningdiversity@ P: 5278 2155
 FEE INFORMATION & QUERIES	> Accounts Receivable:	> E: accountsreceivable@ P: 5278 2155 (ext: 4)

* All staff email addresses end in @clonard.vic.edu.au
* WELCOM - Wellbeing & Community Leaders

Transitioning to Clonard

Clonard provides a supportive and structured approach to welcoming each student to the College.

Singles Day

Students who are the only students starting at Clonard from their primary school will be invited to attend Single's Day. This is an opportunity for these students to meet other students and staff and to alleviate any concerns prior to Orientation Day.

Orientation Day

Students are invited to attend an Orientation Day in December after Clonard students have finished the year. On this day, Year 6 students are welcomed to their Wellbeing class and have the opportunity to meet their Wellbeing teacher for the coming year. College student leaders support the day by providing interactive games and tours of the facilities. Class groupings are carefully considered. Creating classes where a variety of abilities and talents are represented is most important. Students are generally placed with another student from their primary school so that there is a familiar face amongst the new group however several variables impact these groupings, such as language, English and Mathematics groups.

Students are asked to bring a snack, pencil case and a water bottle. They are to wear their current primary school sport uniform.

First Day

Getting ready for the first day will be exciting. This assists with confidence and the transition process. Students will receive advice on Orientation Day about preparing their equipment and what to expect in the coming year. Families will receive further information from the Wellbeing and Community Leader (WELCOM) in the week prior to the students commencing their first day.

First Weeks

For the first two weeks of Term 1 (8 days), students will take part in an Orientation/Transition program. This program will be timetabled into the 6 period timetabled classes. Apart from the getting-to-know games and activities as part of the Wellbeing classes each morning, the following will be incorporated into the classes during the day:

- Laptop familiarisation: This includes Teams, One-Note, emailing protocols, user agreement, laptop shortcuts etc (supported by the IT department)



- SIMON: Timetable,
- Social skills/Team building
- Deep Learning
- The Resilience Project
- New Metrics
- St Brigid's Chapel orientation
- Goal setting
- PB4L (Positive Behaviours for Learning)
- Library orientation

There will also be opportunities where the Year 7 students will come together through sporting activities such as tabloid sports and a picnic at a venue such as the Barwon River. A year level assembly will also be held.

Family Welcome Evening

Year 7 students and families will be invited to attend a Family Welcome Evening on Thursday, 15 February at 6.00pm. This will be a great opportunity for families to come together at Clonard and meet the Year 7 Wellbeing teachers and other families and students in a social setting.

Camp

A camp to Lake Dewar Lodge at Myrniong will take place from 4-5 March 2024. This is a timely opportunity to build upon the growing relationships amongst the students, not only in their Wellbeing class but across the Year Level. If there are any concerns about attending camp, contact with the Wellbeing and Community Leader is advisable.

Most needs can be accommodated, and every effort will be made to meet these needs, if a student requires support to attend camp.

Communication at Clonard

Communication with our families is a priority and our standard method of communication is email, using the address that you specified on the enrolment form. It is the parent or guardian's responsibility to provide updated information to the College as soon as your circumstances or details change. You can do this online:

W: clonard.vic.edu.au - Portals/Parent/Update Your Details

E: registrar@clonard.vic.edu.au

We ask that you bookmark this address in your web browser: clonard.vic.edu.au

Under Portals/Parents you can access PAM, SIMON, Operoo, CDFpay and relevant forms.

The Year 7 Wellbeing teachers are the first contact regarding any questions/concerns you may have. Please email or phone your child's Wellbeing teacher when required. If there are questions/concerns regarding a particular subject eg Mathematics, please contact the subject teacher via email or phone.

Parental Access Module (PAM)

Clonard's intranet platform, SIMON, has a companion product known as the Parental Access Module (or PAM). PAM allows parents to log into Clonard's intranet system to monitor school information and receive feedback about student requirements and progress. This is updated regularly by teachers so that parents can monitor and receive timely feedback on their daughter's progress in individual subjects. PAM is to be used to report absences, contact relevant teaching staff and make Parent/Teacher Interview bookings. Parents/Guardians will be provided PAM login details at the beginning of the school year.

PAM: <https://clonard.vic.edu.au/pam/> - includes PAM help guide.

ICT Assistance: helpdesk@clonard.vic.edu.au

Operoo

At Clonard, we use Operoo which is a parent controlled electronic medical form for schools, clubs and other groups with a duty of care.

Using the Operoo system provides you the opportunity to update medical information promptly and accurately and provides the school with instant access to the emergency information provided by you.

At Clonard, this information will only be visible by the relevant staff for your daughter(s) and will be managed in accordance with the Privacy Act.

You can use a PC, laptop, tablet or smartphone to enter the details including:

- emergency contacts (2 required)
- medical contacts
- medical checklist including asthma, allergies, seizures, diabetes
- health and ambulance insurance details
- notes and other care instructions from you.

As a parent/guardian you will receive an invitation in due course to join Operoo and enter details for your daughter(s). Operoo is also used as a parental permission for all school related excursions/activities including the emailing of school related information.

Operoo Enquiries: E: office@clonard.vic.edu.au

Parent Contact

Parents are requested to refrain from telephoning or messaging their daughter directly to their mobile during school hours. If parents need to have a message delivered urgently, they are requested to phone the College General Office P: 5278 2155 and the message will be prioritised and delivered at the most convenient time to the student.

College News and Social Media

Parents are asked to maintain their interest and awareness of College events by reading the College news and Principal's blog each fortnight. Parents receive an Operoo notification which provides a direct link to the College website and the latest news.

W: <https://clonard.vic.edu.au/news-events/latest-news>

Clonard College also post regular updates via its social media platforms. Currently, parents and students can follow us via the following social media platforms:

Facebook: <https://www.facebook.com/clonard>

Instagram: <https://www.instagram.com/clonardcollege>

Twitter: <https://twitter.com/clonardcollege>

Learning at Clonard

We have designed the learning at Clonard around our Learning charter and that means we are looking at young people's many skills and strengths. We aim for the best academic results possible – at students maximising their efforts to achieve their very best against the Victorian Curriculum. We



also look to develop what will make young people successful in the world – being women of character, citizenship, ethics, communication, quality thinking and collaboration and to have agency in their learning and their lives. These skills are called the global competencies. These global competencies need to be taught, nurtured, assessed, recognized in contexts beyond school and reported on so that the whole student reaches their fullness.

The New Narrative for Learning at Clonard College aims to bring the Learning Charter to life through using a Deep Learning approach which focuses on:

- Including the global competencies in all learning experiences
- Working with Learning Partners both within and without the school
- Ensuring the Learning Environment is safe, productive and effective
- Leveraging the power of technology
- Using the best teaching approaches to create learning experiences

Through this we aspire to have students

...gain the competencies and dispositions that will prepare them to be creative, connected, and collaborative life-long problem solvers and to be healthy, holistic human beings who not only contribute to but also create the common good in today's knowledge-based, creative, interdependent world.

We seek to help students understand the context of their lives and empower them to create social change and solve problems that will improve living conditions and increase wellbeing. We will teach students to embrace difference and create social cohesion. The New Narrative for Learning is designed to develop skills as well as opportunities for joy, beauty, spirituality, play and playfulness.

Your Learning

All Year 7 students will be involved in these Learning Areas:

Religion (Encounter)		Wellbeing		Health/PE
Anthropology (English, Humanities, Religion)	STEM (Maths, Science and Technology)	The Arts (Drama/Music/ Dance)	The Arts (Visual)	Food Studies

Day of Learning

We have organised learning around two key areas: STEM and Anthropology and most days, students will be exposed to learning in these areas. In STEM we deliberately teach the three disciplines of Maths, Science and Technology in integrated units. Anthropology draws Humanities, English and Religion together in interdisciplinary units as these three subject areas attempt to understand humanity itself and how we are as we are. There are also stand-alone discipline units where there is not a natural segue between the curricula. We have expanded the exposure to Religious Education and Language to enable students to rapidly develop fluency in Language and proficiency in Mathematics and the skills of dialogue with each other around prayer. We have maximised the exposure of students to teachers by ensuring that students have one teacher in STEM and one in Anthropology so they work with fewer teachers to enable them to feel engaged and connected quickly to encourage a sense of belonging.

We have also brought two Wellbeing groups together for some of their learning in STEM and Anthropology so that they get to know a wider range of students and teachers who will be, for the greater part, Team Teaching in these four subjects. This will enable us to focus on developing relationships and identifying students who need more support or extension in their learning and targeting the learning more effectively.

Learning Hikes

Learning is meant to be a struggle – like hiking up a hill. Every time young people achieve something, it's like they get a new view of what is possible for them and because of them and their efforts. We need every student to grow and they cannot do that if they do not set their sights on achievement and push themselves through the difficulties to get to that point. They need to be proud of what they have achieved as independent learners. As parents it is natural to want to make things easier for their child but the struggle to learn cannot and should not be avoided. Instead, it should be embraced as the way everyone learns. Like a butterfly strengthening its wings as it struggles from the cocoon, we have to help our young people become comfortable with the challenges required to grow. When they struggle, have conversations about the virtue and value of the struggle itself – what are they learning about themselves? What strategies can they employ to help them overcome? How they manage the uncertainty they are feeling? Here are some ideas:

<https://static1.squarespace.com/static/56acc1138a65e2a286012c54/t/57d03e669de4bbd3567d57a6/1473265254536/All-Color-Posters.pdf>

Setting Goals and Reflecting - going on Learning Hikes

As part of the learning design, students will be asked how hard they want to hike the next learning by setting an academic goal and goals against these competencies. Then they hike it – with their peers who want to reach the same goals and their teachers who facilitate their learning. At the end of the hike (learning unit) students will then be asked to reflect on their achievement or their lack of achievement to identify what worked for them and what got in the way. Mistakes and mis-steps

should be embraced as part of the learning. This is a constant process in these STEM and Anthropology so students develop a repertoire of strategies that they know work for them because they have worked for them and they also know what to avoid. These hikes are intended to have them set their sights high for themselves – to always strive to be the best they can in not only in what they achieved but how they achieved it.

Growth Days

Growth Days release responsibility for learning back to the learners themselves. We believe this cannot happen unless we give students time to develop the skills of:

- self-regulation
- organisation
- preparation
- learning intentions
- establishing measurements of success
- reflecting on their learning/progress/achievements
- holding themselves accountable for successes/failures
- communication
- agency
- ethical thinking



Students choose a focus for their Growth Days – something they want to develop in themselves, a passion area, a skill. This focus can be for one term or a year and they will have 7 days spread through the year to pursue that focus. They will be organising their learning at home (for those who cannot, they can be supervised at school) and designing a full day (6 hours) of learning either on their own or with Learning Partners they have identified and organised to be with them for part or the whole day either face-to-face or they can Zoom in experts they connect with or students who form part of their Learning Partnership.

In preparation for Growth Days, students will establish the focus of the day, the timetable, the connections they need, organise the materials required and establish the learning intentions. They will also design the criteria for assessment of their day and be given time in class to unpack their learning with their teacher. They will be asked to find others to ‘rate’ or assess their achievement or areas in which they have not achieved because this is as much part of the learning as the successes.

This is about students designing their learning – not just what they do but what they learn about themselves as learners. While we absolutely encourage you to support your young person’s learning for and during their Growth Days, we urge you to give the responsibility for these days to the student. Allow your daughter to experience the highs of achievement and the struggle it requires of

them. When things aren't going well, have a conversation with them to get them to articulate what strategies they could try to get the learning back on track and then let them hike it.

Growth Days -Dates in 2024

- Wednesday 20 March
- Thursday 9 May
- Wednesday 12 June
- Monday 5 August
- Thursday 5 September
- Friday 18 October
- Wednesday 13 November

You will be invited to join us for the Growth Day Expo: Thursday 14 November 2024

Daily Timetable

We have a six-period day on a two-week cycle across ten days. As you can see from the bell times, we have ensured a break between each lesson so that students can reset, take a moment to be ready for the next session. Even in a double-period, the breaks are observed and respected.

Year 7 - 12 Bell Times			
Wellbeing	8.50	9.08	18 mins
Transition	9.08	9.10	2 mins
Period 1	9.10	9.57	47 mins
Transition	9.57	10.03	6 mins
Period 2	10.03	10.50	47 mins
Recess	10.50	11.10	20 mins
Period 3	11.10	11.57	47 mins
Transition	11.57	12.03	6 mins
Period 4	12.03	12.50	47 mins
Lunch	12.50	1.40	50 mins
Period 5	1.40	2.27	47 mins
Period 6	2.33	3.20	47 mins

Home Learning and Study Guidelines

The research about the effectiveness of Home Learning is very clear: the balance needs to be right in terms of time and focus. The recommendation is around ten minutes for each year so a ten year old should do ten minutes in a subject per week day. Too much Home Learning actually has a negative impact on achievement but doing some is very important. All students are expected to undertake regular Home Learning which has two foci. The first is to consolidate the learning of the day. The second is to 'flip' the learning for the next learning area. This means that the surface level (facts and procedures) knowledge that is required for the learning is attained by the student in advance of the class so that the work in the class is deep and complex. Using valuable class time accumulating surface level knowledge is not purposeful. Surface learning does not need a teacher but deep learning does. In addition, students will be offered extension work so that they can challenge themselves which is an opportunity for commendation and we certainly encourage students to accept these challenges to grow and develop – to set their sights on even higher targets.

Therefore, students will be given the equivalent of 10 – 15 minutes of Home Learning in Maths, Science, English and Humanities which is divided into those two foci and we are using Education Perfect to set that learning. Education Perfect is levelled to the Victorian Curriculum and students

can move past levels expected to really grow their learning beyond where they currently are. It is self-managed, assessed and reported immediately so students can see automatically, where they are

Supplementary Assessment Session

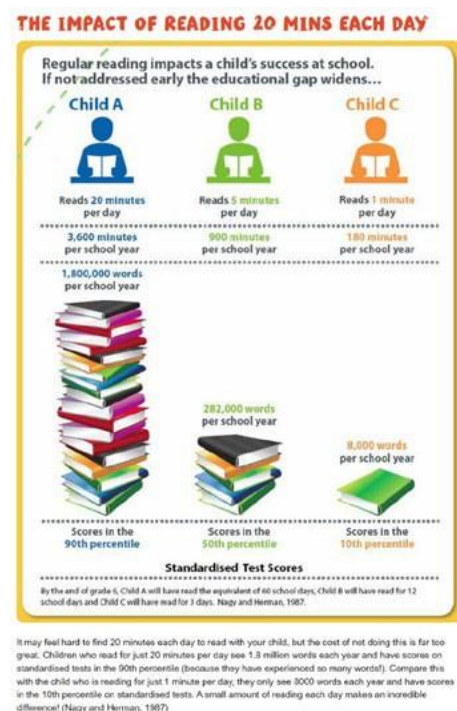
From time to time, students miss teacher deadlines for submission of work. Where the student is absent because they are unwell or engaged with a school activity, they will be given an extension for the same amount of time they were away. They will then need to submit their work by due extended date. However, if a student does not submit the work by the date and time set by their teacher, or/ and if the work requires exam conditions (a test), they will be automatically assigned to the Supplementary Assessment Session (SAS). The SAS session is an opportunity for a young person to redeem missed work. You will be sent an email alerting you to the need for your child to attend the SAS for the work they have not submitted. The SAS sessions are held on Tuesday and Wednesday from 3.30 - 4.30 for Year 7 – 9 students and 3.30 - 5.00 for senior students.

Students attend the SAS session and complete the work but they must remain until the full hour is completed. Even if the student completes the work prior to the session, teachers cannot accept the work because it has not met the deadline set; they must attend the session to submit it. If they choose not to attend the session, the work will be recorded as 'not submitted' on Simon/PAM and if the work is significantly important, it may affect their end of semester Statement of Results. If your child is ill on the day of the SAS, parents can email the teacher to set a new date. You can negotiate with the teacher the day on which the SAS is sat (within reason) to enable parents to make arrangements for transport home. Students will be released from the SAS at 4.30.

and where the next steps need to be. Their teachers will set their learning and review its progress regularly and report where appropriate. At any time, students can exceed what a teacher has set them in Education Perfect and/or accept the challenge work. This learning is set at the beginning of a week and students have a week to complete it which means they can do Home Learning a little each day or a lengthier session if there are nights they have other activities.

Reading Widely

In addition, students are expected to undertake reading that interests them. The impact of reading is striking, as is the impact of not doing so. Exposure to language through reading is one of the key impacts on academic performance, particularly as the young person moves through school and the lack of vocabulary and the capacity to use it effectively, becomes more marked. We are not prescribing what they read but it is vital that they do read. Sharing the reading with your child will give you an avenue of discussion and enable you to assist them to make meaning of words/ideas and comprehend what they are reading so that they become comfortable with challenging vocabulary and ideas.



The Ideal Conditions for Home Learning

It is good advice to establish a study place and time – a quiet areas with minimal distractions. Young people believe that they can multitask but this is a myth. In fact, none of us can. What we are really doing is switching between focuses and there is a cost to that switching: it takes longer to do simple tasks, can drop your IQ by an average of ten points and can have the same negative impact as losing a night's sleep. What we all want for our young people is short, intense learning where we super-charge the learning by having a single focus on it.

We are engaged in teaching students to take responsibility for their phones and notifications on computers while they are engaged in learning at school and during Home Learning. We encourage you to oversee this aspect of their process where they deliberately put the phone and watch away from them and turn off the notifications on their computers so that they can focus and, hopefully, get into the flow of learning. Research tells us that doing this will increase performance by 20% or more. Often students who say they have excessive home learning are simply doing it ineffectively because of distractions and their focus being stolen by phones and notifications. What might only be 15 minutes of Home Learning could turn into 45 because of diverting attention from the learning to other distractions. We focus, we learn and then, when the Home Learning is done, it's time for play, for sport and spending time with others.

Some students argue they need music to help them concentrate and while there is some research to support that claim, the type of music and how it is used is vital to encouraging learning flow. Slow

music needs to be played in the background, very softly and be without lyrics to really promote learning. It is better for the music to be in the background of the room not in headphones because headphones brings it into the foreground. It is also important to note that almost all assessment in learning in the longer term is done in silent rooms so young people need to become used to working at their peak performance in silent rooms. Therefore, it is counter-intuitive to always have music in Home Learning because it is not the environment in which they will be assessed. Again, minimising distraction makes the learning more efficient.

Talk with your young person about what she is learning and engage with the learning too so that you are not only aware of what she is doing but also offer your experience and expertise and share the learning. At all times, though, the Home Learning is your child's responsibility and students accepting responsibility for their progress in learning is a key aspect of our program at Year 7. Establish good habits, healthy work/life balance and do what needs to be done effectively and efficiently.

Learning Diversity

Educational Support at Clonard

Students with specific learning difficulties or difficulties accessing the curriculum in Mathematics is supported by a Numeracy expert at the same time as the others do their Mathematics class, to upskill as quickly as possible in Year 7 with the aim of moving into general Mathematics. The work is targeted at the appropriate level for each student so they enjoy success in learning and develop confidence. In addition, we offer Maths Help over several lunch times for those who need to consolidate their learning. For students requiring additional literacy support, we will take two approaches. The first is to have additional support in the classroom for students who require it and the second is to take small groups usually out of their Humanities' study, to work on specific upskilling.

The Assistant Principal (Student Learning and Wellbeing) is responsible for offering further support after analysing PAT (Progressive Achievement Tests) in Reading, Mathematics and Science and NAPLAN data and identifying students who might benefit from these interventions. We will communicate with parents via email with their daughter's data and our recommendation to engage with this additional support but this is entirely voluntary.

All student PAT data will be sent to parents after the testing early in Year 7 so that you have a clear idea of where your child is performing as they enter the College so that we have effective baselines for measuring student growth. We aim for *at least six months'* growth for six months of learning.

Learning Diversity Leader: E: learningdiversity@clonard.vic.edu.au

Student Support and Teaching Staff

All students are individuals with their own preferred learning styles and their strengths and weaknesses. Many students are gifted in aspects of their learning and can be challenged to undertake higher order tasks as well as to engage in extra programs and activities.

For some students there are aspects of learning that they find very challenging. The Learning Diversity Leader works with staff and a team of Learning Support Officers (LSOs) to support students with learning needs.

A team of Learning Support Officers (LSOs) and teaching staff support students, based on need. This team ensures that:

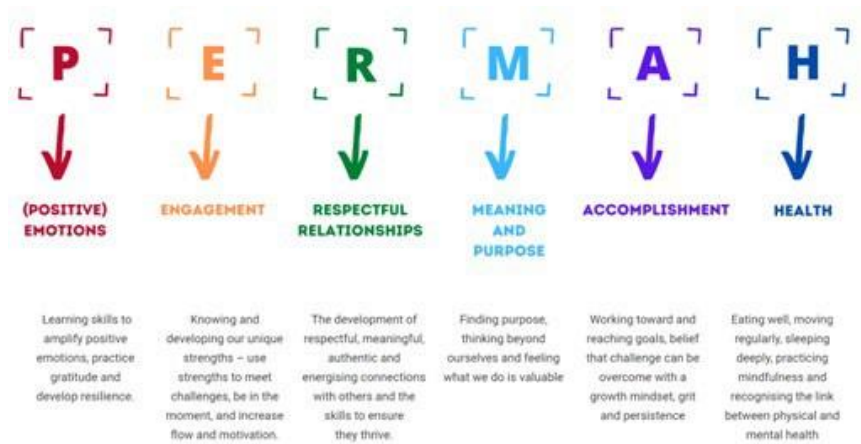
- the College fosters a culture of inclusion and diversity.
- all students are treated as individuals who have the capacity to succeed.
- programs best suit the needs of individuals and their needs.
- College staff work with parents and specialist personnel to make informed decisions about appropriate programs and support for students.
- the College promotes professional awareness of physical, developmental, personal and learning difficulties, so that early intervention strategies can be employed.
- the College makes reasonable adjustments in modifying, differentiating and supplementing course work requirements and assessment procedures, in order to support student's learning.
- the College works preventatively and proactively towards supporting students with developmental and/or learning difficulties, to enable the student to make progress within the mainstream setting.
- the College provides pathways and links to community to ensure growth and development of the whole person, with a focus on life after Clonard College.



Wellbeing at Clonard

A Whole School Approach

At Clonard we pride ourselves on offering opportunities for our community to learn the key concepts of living well. By explicitly and implicitly teaching key Social Emotional skills and competencies, we aim to develop well-rounded, confident young women who can live their best lives. As we continue to learn about the latest research in this emerging area of Wellbeing science, we will continue to adapt and adjust our approach. Our Wellbeing curriculum is designed around the PERMAH framework:



This is developed in Domains at Clonard College:

Domain 1 Positive Emotions	Domain 2 Engagement	Domain 3 Respectful Relationships	Domain 4 Meaning and Purpose	Domain 5 Accomplishment	Domain 6 Health
Gratitude	Flow	Kindness and Connection	Sense of Meaning	Grit & Persistence	Mindfulness
Positivity	Creativity, Curiosity and Wonder	Consequences	Care Giving	Decision Making	Exercise and Activity
Resilience	Play Humour and Fun	Empathy and Compassion	Purpose and Core Values	Goal Setting	Diet and Nutrition
Emotional Literacy	Motivation	Teamwork		Mindsets	Sleep
Self Control	Character Strengths	Stress and Coping			Mind Body Connection

During morning Wellbeing sessions of eighteen minutes, we will focus on these specific Domains, using evidence-based learning to develop student skills in managing and growing their Wellbeing. In addition, the Deep Learning approach in Year 7 draws in these Domains, particularly Engagement, Meaning and Purpose and Accomplishment. In their Health/PE lessons they will engage with the Health Domain. Respectful Relations remains a specific topic for exploration at all Year Levels.

We aim to foster well-balanced, grounded and strong young people through the provision of:

- A Wellbeing curriculum enacted through daily Wellbeing sessions
- Parent education sessions
- Home Learning help and study skills development
- Enhanced career program
- Close communication between Wellbeing staff, teachers and parents by minimising the number of teachers at Year 7
- Regular meetings between the WELCOM (Wellbeing and Community Leaders), Learning Support and Wellbeing staff to discuss individual student needs

Tri-Talking

Tri-Talking is an opportunity for families to engage with their daughter's Wellbeing teacher around student wellbeing, engagement with the school and extra-curricular activities and sharing student experiences. These Connection Conversations occur termly and we encourage you to participate in these opportunities to partner with us in your daughter's holistic experience at Clonard College. You will be notified of Connection Conversations via Operoo at the beginning of each term to enable you to save the date to spend time with us and your young person.

Student Services at Clonard

Our goal through our approach is to enable young people to build self-esteem and improve social and emotional competencies, to develop their sense of self, agency and resiliency. Through this approach most of our students will benefit from the whole school program. At times some young people may need extra support or intervention strategies. Our Student Services Team consists of a Counsellors and a Youth Worker.

The team is able to receive referrals through three primary methods, these include teachers through Wellbeing and Community Leaders (WELCOMs), direct from WELCOMs and direct from students. Referrals received from teachers and those submitted by WELCOMs are assessed prior to submission to the Student Services team using a referral framework. This ensures the best pathway of support for the student. The referral framework aims to determine the situation while considering the expectations of the referrer, student and parent/carer to establish how support can be delivered most effectively. On deciding the best pathway, the support is implemented, followed by both informal and formal communication allowing those involved to be informed of the level of support being agreed.

We recognise that some students may need more specialised or ongoing supports. Following a period of 6 weeks with our team, a review of outcomes for the student will determine if this is appropriate. Students and families will be advised of appropriate external referral options. Some families already have support services in place for their daughters outside of the College. Our team is happy to receive recommendations from external professionals to help create support plans for the students in our College however we prefer not to have a parallel program in place that might conflict with the therapy already being received externally.

Parents/carers are critical partners in our supports to students and will be involved where appropriate whilst we maintain the focus on our service to the student. Parents/carers are asked to complete the Student Services Consent form on an annual basis. Students are also then asked to give consent before undertaking any counselling sessions or youth support services. There may be times where a student accesses Student Services without parental consent. In such cases, we consider:

- the best interests of the child are paramount
- the child is the 'client'
- the duty of care is owed to the child
- the child is considered a mature minor

Ensuring a team-based approach is critical to the success of any student supports and so the Student Services Team members work closely with the College Leadership Team, Learning Diversity Leader: Diane Braiden and the Wellbeing and Community Leaders. We also engage with a number of external professionals and agencies that we can recommend to students and families as required.

Aboriginal and Torres Strait Islander Families

Student Education

Our Aboriginal and Torres Strait Islander Case Worker works with our Koori Education Worker to coordinate our support for Aboriginal and Torres Strait Islander students at the College. At Clonard, we are committed to achieving the highest ideals in the education and development of girls and young women and we embrace the opportunity to offer Indigenous students an outstanding educational experience in their secondary school years.

We endeavour to provide a teaching and learning environment that promotes and facilitates respect, trust and positive relationships with Aboriginal and Torres Strait Islander people in our wider community. We strive to build and maintain meaningful relationships with our families and ensure that their voices are heard and listened to so that we can walk together and culture can be an active part of school life at Clonard. Aboriginal and Torres Strait Islander students will be encouraged to participate in the Tjatjarrang student group.

Tjatjarrang Student Group

Clonard's Tjatjarrang student group is also active in educating others to create change. Linked in with our local Wathaurong community students champion reconciliation, share culture and identity and foster positive relationships between Indigenous and non-Indigenous Australians. With an emphasis on recognition and empathy, these encounters result in all students valuing and building connections with their world, their community, and their environment.

Our vision is for Indigenous and non-Indigenous students to be educated side by side and stand together as leaders of community and country. Our mission is to offer an outstanding education to Indigenous girls in a happy, caring and inclusive community. These students participate in culture specific activities throughout the year that promote a sense of culture, belonging and respect.



Child Safety Commitment

Kildare Education Ministries has zero tolerance for child abuse and is committed to the protection of all young people from all forms of abuse.

The Child Protection Program at Clonard is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College community.

The Program deals specifically with child protection issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws. Broader child safety issues arising from our common law duty of care are dealt with through our Student Duty of Care Program.

Any concerns or queries regarding Child Protection please contact the College's Child Protection Officers listed below.

All policies and procedures relating to our commitment to child safety can be found on the College website.

W: <https://clonard.vic.edu.au/child-safeguarding-program>



**CLONARD
COLLEGE**
GEELONG

PROTECT

EVERYONE HAS THE RIGHT TO BE SAFE AND BE PROTECTED FROM ABUSE



No one should behave in a way that makes you feel unsafe or afraid.



This includes everyone:
family, anyone at school
and in the community.



Tell a teacher or
trusted adult if you
feel unsafe.

YEAR LEVEL WELCOM LEADERS



Year 7 WELCOM
Lance Houlihan



Year 8 WELCOM
**Therese Bourke &
Kate Nolan (Assistant)**



Year 9 WELCOM
Gabrielle Blythe



Year 10 WELCOM
Garry O'Donnell



Year 11 WELCOM
**Joanna Wiltshire &
Jason Grozdanovski**



Year 12 WELCOM
Sarah Fish



CHILD PROTECTION OFFICERS



Tania Anticev

E: tania.anticev@clonard.vic.edu.au
P: 5278 2155



Therese Bourke

E: therese.bourke@clonard.vic.edu.au
P: 5278 2155

CHILD SAFETY IS EVERYONE'S RESPONSIBILITY



Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person,
you have a responsibility to report it, even if you are not sure.



For information about ways we keep you safe at Clonard, check out SIMON.

Links to the following resources can be found on the College website. Scan the QR code for more information.



Clonard College is a Kildare Education Ministries
Catholic School in the Brigantine Tradition.

clonard.vic.edu.au



Clonard College is a Kildare Education Ministries Catholic School in the Brigantine Tradition.

Music

Year 7 Classroom Instrumental Program

Because of our belief in the intellectual and personal benefits for students of learning music, Clonard has developed an instrumental classroom music program which enables all year 7 students to study an orchestral instrument for one semester. The college has purchased instruments so that students can take home an instrument for the semester, at no charge. Weekly lessons for small groups of students are provided by experienced instrumental teachers. The College covers the cost of these lessons. Students also have one lesson per cycle to work together in ensemble to develop their skills in playing as part of a band. At the end of the semester in Week 7, the students perform a concert of several beginner concert band pieces as one large band, as well as shorter pieces as part of their small instrumental group.

* Lost or misplaced instruments will incur a \$300 replacement fee.



Private Instrumental/Voice Lessons

Clonard offers a high standard of music tuition with lessons given by staff that are committed to music education and have themselves achieved personal musical excellence. Lessons are given with sensitivity and care in pleasant, well-appointed music studios, by teachers that recognise the individual interests and abilities of their students. In providing music tuition for the students, you are offering an opportunity for self-expression, creativity and achievement that will be an investment in their future.

Instrumental Tuition

Tuition is offered in: Strings (violin, viola, cello), woodwind (flute, clarinet, saxophone- alto, tenor) brass (trumpet, french horn, trombone, tuba), percussion (drum kit, tuned percussion), piano; voice; guitar/bass.

If sufficient interest is expressed in other instruments (i.e. oboe), lessons may be scheduled depending on the availability of teachers and enrolment enquiries.

Tuition Procedure

Each student enrolled in instrumental tuition receives one lesson each week.

Students are generally enrolled for private tuition (i.e. on a one-to-one basis) as this enables the student to progress at the optimum level appropriate to her ability. Shared lessons/band lessons are also available after consultation with the instrumental teacher.

Music Staff

Clonard has a very fine staff of instrumental music teachers. The following will be teaching at Clonard in 2024:



Allister Cox: Woodwind and Clonard Concert Band Conductor.

Sally Hobbs: Flute Teacher

Mae Udarbe and Emma Piera: String and Ensemble Teacher

Stephen Hobbs: Acoustic and Electric and Bass Guitar Teacher

Tom Fraser: Acoustic and Electric and Bass Guitar Teacher. Rock Band Leader.

Erika Turner: Vocal Teacher

Emma Piera: Piano Teacher

Martin Greet: Brass Teacher

Greg Gosbell: Drum and Percussion Teacher

Instruments

Students are encouraged to purchase their own instruments for use in their lessons and for home practice. In the case of piano and percussion, students must at least have access to a suitable instrument. A good quality instrument is vital for successful progress and our instrumental staff are available to advise you in this regard. Please consult with the instrumental teacher before purchasing any instrument.

Instrument Hire

Clonard is able to facilitate the hire of an instrument for you. Most music shops have instruments available for hire, with some offering a hire/buy. Some music shops also offer purchase with payments made in instalments. Clonard also has a limited number of instruments for hire. Details and prices are available from the Music Department. There is a \$300.00 fee for lost or stolen instruments hired from the music department.

Ensembles

Clonard offers a diverse range of opportunities for group performance. Instrumental and singing students are encouraged to participate in one of these ensembles. Rehearsals take place at lunchtimes and after school.

Performance Opportunities

Many performance opportunities are provided throughout the school year and music students are encouraged to participate. These include solo/ensemble performance evenings, school assemblies, masses and liturgies, open day, arts festivals, local community festivals, musical productions and workshops with other schools.

More information W: <https://clonard.vic.edu.au/teaching-learning/music-instrumental-program>

Music Leader: E: music@clonard.vic.edu.au

Student Leadership and House Tradition

Leadership at Year 7

In Term 2, Year 7 students are elected to be Student Representative Council (SRC) and Liturgy and Identity Leaders. These students work closely with the College Captains, SRC representatives and Liturgy and Identity Leaders regarding year level and whole school events and activities.

House Spirit

Clonard's house system operates across the whole school community. Staff and students belong to one of the Clonard houses – Leila, Xavier, Finian or Kildare and this remains constant throughout their Clonard years. The house system provides a supportive environment where students can form connections across all year levels, promoting a sense of belonging.

House activities are not limited to sporting carnivals but permeates school life across a variety of sectors. Led loyally by our Student Leadership Team, house choir, talent quests, debating, public speaking competitions and fortnightly assemblies offer opportunities to mingle, collaborate and build a great affection for their houses.



Sporting Opportunities

TERM 1	TERM 2	TERM 3	TERM 4
Swimming Triathlon Tennis	Badminton Athletics Cross Country AFL Basketball	Soccer Volleyball Netball Aerobics Golf	Softball Cricket Table Tennis

General Information

School Day

The first scheduled class of the day commences at 8:50am. Students are advised to arrive early enough to be on time and prepared for class. The last class of the day finishes at 3:20pm.

The Brigidine Centre (Library, ICT, Careers, Student Services)

The Brigidine Centre offers ICT support, Library services, Careers, Student Services including counselling and individual and group study spaces. The library is a shared workspace, students are expected to be respectful of the right of others to work quietly.

The library's website can be accessed via Simon. Our collection includes a diverse range of appropriately sourced resources in both print and digital formats. Digital resources are accessed via the library's website. ID cards are required to borrow print resources.

Library Hours: Monday – Friday including recess and lunchtime: 8:00am - 4:30pm.

Homework help is available 3:30 - 4:30pm Wednesday and Thursday.

Library Services Coordinator: E: library@clonard.vic.edu.au

Student ID Cards

Your daughter will be issued with a student ID card at the beginning of the school year. The card integrates with the school's cash-free payment platform CDFpay and is also a Public Transport Victoria (PTV) Approved School Student ID. Students should carry this card on them at all times. The card can be used to borrow library, IT/AV equipment or to purchase items at the canteen, printing credits and tickets/items for various events throughout the year.

CDFpay

Students and parents will be able to access their CDFpay online account which enables them to top up balances, view purchases, order from the canteen and order tickets for events throughout the year.

Online account top-ups can be completed via MasterCard/Visa Credit or Debit cards. Alternatively, students can use the kiosk to deposit cash notes and coins into their CDFpay accounts. The kiosk is on the ground floor of the Brigidine Centre.

CDFpay information and Login: <https://clonard.vic.edu.au/cdf-pay>

Canteen

The College Canteen promotes food that is healthy and nutritious. Lunches can be ordered online through CDFpay and other items can be purchased over the counter with your Student ID card. Students are not permitted to leave the College grounds to buy food at the local shops.

Hours: Breakfast: 8:15 – 8:50am.

Snacks & Lunch items: Breaks 2 & 3.

Canteen Menu & CDFpay ordering: <https://clonard.vic.edu.au/enrolment/canteen>

School Book Suppliers

Box of Books

Booklists for 2024 are ordered through the Box of Books website:

<https://www.boxofbooks.com.au>

Please refer to the website for information on ordering your books or check out this link for some helpful information. [How to Purchase Books](#)

The website also features an in-app support service to engage directly with the team.

E: hello@boxofbooks.io

P: 1300 433 982

Secondhand School Shop

A: 9 Star Street, Geelong.

P: 5229 7766

Check website for opening times: **W:** <http://www.secondhandschoolsupplies.com.au>

Sustainable School Shop

Secondhand textbooks available online:

W: <https://www.sustainableschoolshop.com.au>

Policies

There are a large number of policies that have been developed to meet Clonard's legislative responsibilities. These are maintained and promoted to the staff through PolicyConnect. A list of policies and documents relating to our Commitment to Child safety are available on the College website including:

- Privacy policy
- Bullying Prevention and Intervention
- Complaints policy
- Mobile Phone policy

- Parent Code of Conduct
- Student Code of Conduct
- OHS Policy Statement

W: <https://clonard.vic.edu.au/policies>

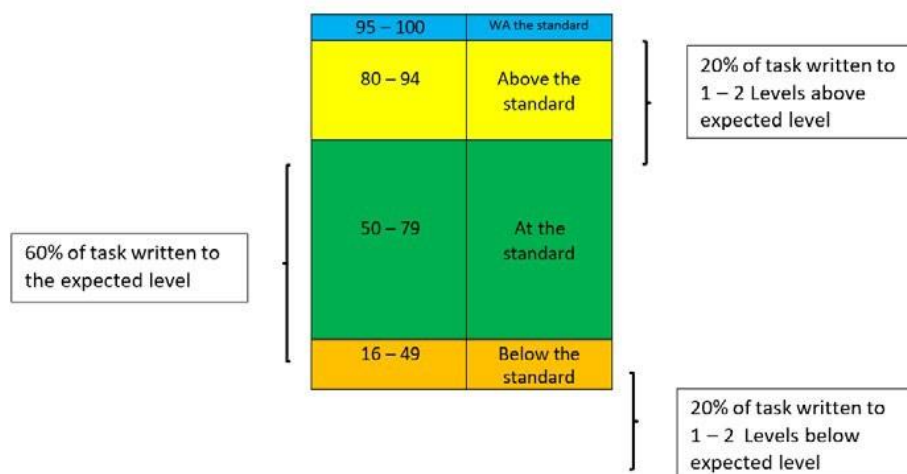
Assessment and Reporting

We undertake regular formative (assessment for learning) and summative (assessment of learning) assessment throughout the academic year. Students receive timely feedback on assessments to help them improve their performance. Most of these assessments are reported through SIMON and appear to parents through the Parent Access Module (PAM). In addition, Domains determine which of the assessment tasks at Year 7 are to be designated Common Assessment Tasks – tasks all Year 7 students will undertake in the study of a particular subject. These are assessed against a rubric which indicates students' progress against the standards as a percentage.

We would like you to be aware that the percentages on your daughter's Statement of Results represent the full range of the standards from well below to well above the expected standard. It was our aim to enable parents to see how well their daughter is performing against the standards as we believe that it more fairly represents a student's actual achievement and gives parents a clearer understanding of their daughter's performance.

As you will see in the graphic below, all assessment tasks are written to enable a student to demonstrate their capacity from well below to well above the expected standard. The work is marked on a scale from 1 – 100% where 80% represents a student performing in the level above where she is expected to be performing. Please bear this in mind as you consider the percentages recorded in the Statement of Results and in PAM.

We would also like to remind you that the level achieved at the end of semester is derived from not only the formal assessment tasks reported here, but the cumulative work of the semester in classroom observations and in homework and class tasks.



In addition, we will also be assessing and reporting against progressions in what are referred to as Global Competencies. These competencies are:

- Acting Ethically
- Active Citizenship
- Agency in Learning
- Character
- Collaboration
- Communication
- Quality Thinking

For Year 7 2024 we will be focusing on Agency in Learning Collaboration, Quality Thinking and Character. We are working with the University of Melbourne to measure these competencies in a program called New Metrics (new measurements) through which we hope to have a report, supported by the University, by the conclusion of the academic year. These competencies will be built into all the learning designs for Humanities, English, Mathematics and Science as a specific focus. They will be a focus for you and your young person in the Growth Days across the year as they develop their capabilities.

Each semester students receive a Statement of Results that identifies the assessment tasks assessed and the progress students have made. Students are also given a result against the Victorian Curriculum standards which indicates their overall progress for the semester. These are not paper-based reports. They can be found in the 'Learning Areas' on the PAM.

Interim Report

Parents will receive an Interim Report at the end of Terms 1 and 3, which focus on learning habits and attitudes, specifically Self-Regulation and Attitudes to Learning. Teachers will indicate how often a student engages in the types of habits and attitudes that promote good learning as a way of letting parents know how their daughter is progressing.

Parent Access Module – PAM

All formal student feedback is reported to parents via the Parent Access Module. It also indicates if students have overdue work and what assessments are imminent. It has a lot of important information and we urge parents to become regular users of PAM. You will be provided with access details at the beginning of the school year.

Parent Teacher Interviews

Parent-Teacher interviews are conducted once per semester. These interviews provide the opportunity for feedback and support for learning. These interviews are held via Teams in the convenience of your own home and can be booked through the College website using the PAM (Parent Access Module) booking portal. The interviews are five minutes and we ask that parents access their daughter's results prior to these interviews and have their questions ready so that these are very purposeful exchanges. Parents are notified via Operoo when these interviews are scheduled. Parents are also encouraged to contact subject teachers directly throughout the year if there are concerns about their daughter's academic progress.



Student Learning Reviews

The Student Learning Review is a process that is instigated by any teacher who has concerns about a student's progress. These concerns can be in relation to their academic progress, their attendance, submission or engagement in their learning. It is a meeting between the parents/carers, Assistant Principal (Student Learning and Wellbeing) and other relevant parties, eg: Learning Diversity Leader or the WELCOM. The purpose of the Review is to discuss what might be affecting the young person's learning and to develop some strategies to overcome the difficulty and, at times, to discuss pathways through the school learning program that might support them. These are always intended to be positive and forward-focused and student-centred.

Student Digital Device Program

Clonard College is committed to a 1:1 student device program, this program ensures students have access to the latest technology to enhance student engagement, collaboration and learning in a digital world.

Key aspects of the Digital Device Program include:

- Clonard College provides students with Microsoft Surface devices which are allocated to students for three school years. Students will retain a device in their possession and will use it at school, at home and elsewhere, for appropriate study purposes and other reasonable computing requirements. Students who enter the College after the start of school year will be allocated a device upon completion of their enrolment.

- Student devices are funded as part of the College's Annual fee. The College's Annual fee contributes towards the following:
 - purchase of the device, its accessories and a case for tablet form factor devices.
 - purchase of extended hardware warranty and accidental damage insurance (see below).
 - preparation, configuration, and installation services provided by Clonard ICT staff.
 - licensing of enterprise software, including but not limited to, Windows, Office 365 and the Adobe Creative Cloud Suite.
 - diagnosis, logging, and management of all warranty and accidental damage protection (ADP) insurance claims relating to the device, plus any other repair, configuration or restoration actions required.
 - operation of the ICT Help Desk which is available onsite from 8:30am to 4:30pm each school day, to manage any hardware, software and usage issues.
 - a broad range of ancillary costs related to the device program which includes, but is not limited to, infrastructure and consumable costs and provision of a spare device pool.
- Surface devices (including Surface Pro Type Cover) have a three-year hardware warranty. The Surface Pen provided with the Surface Pro devices carry a one-year warranty as they are considered a consumable item. Typically, warranty covers failure of the device or its components without any obvious sign of misuse, neglect, or damage – the device will be repaired or replaced under the hardware warranty. In the event of Accidental Damage, the Surface Device is covered by Microsoft's Complete Warranty Plan. The Warranty Plan covers Surface Pro devices with 3 accidental damage claims and Surface Laptop devices with 2 accidental damage claims. Each Accidental Damage claim made against the Microsoft Complete Warranty Plan will incur an administration fee of \$100, this will be added to the family's College account.
- The school will provide basic instruction on use of the device at school and at home and will make available information and events focusing on cyber safety and the appropriate use of online resources.
- The school is committed to the ongoing professional development of teachers which will foster a broad understanding of the nature of digital technology and ways in which it can be employed to engage students and enhance their learning.
- Students will be notified of the date when their personal device is to be collected from the College. Upon collection of the device, specific advice about the care and the student's responsible use will be provided. We ask that parents reinforce the schools messaging around safe and responsible use of electronic media (including the internet and other devices such as mobile phones).

ICT HelpDesk: E: helpdesk@clonard.vic.edu.au

Student Expectations and Procedures

Supervision

The College grounds are supervised from 8.20am until 3.30pm.

Students remaining at the College outside of these hours must be under the supervision of College staff members at College sanctioned meetings or events. Students remaining after school for private study or homework assistance must be in the Brigidine Centre. The Brigidine Centre is open until 4.30pm daily.

Attendance and Punctuality

In accordance with the Education and Training Reform Act 2006, schooling is compulsory for children and young people aged from 6 to 17 years unless an exemption has been granted. A minimum 90% attendance rate must be retained to meet requirements. Schools must record student attendance in every class and record, in writing, the reason given for each absence. This is necessary to:

- meet legislative requirements.
- discharge schools' duty of care for all students.
- enable the school Kildare Education Ministries to report on student attendance annually.
- meet Victorian Curriculum and Assessment Authority (VCAA) requirements for VCE students.

Students are expected to attend all classes promptly and with all necessary equipment ready at the start of each lesson. Teachers mark the roll on the College intranet platform, SIMON.

Attendance is a significant factor in success at school and is closely monitored by subject teachers, Wellbeing teachers and Community and Wellbeing Leaders. If attendance becomes a concern, parents will be contacted to discuss the impact and progress of the student.

Bus Arrival after 8.50 am to School

Students arriving after Period 1 (8.50am) are asked to report to the College General Office with an explanation for late arrival. Present to an Office staff member before signing in using the electronic sign-in machine.

Leaving School during School Hours

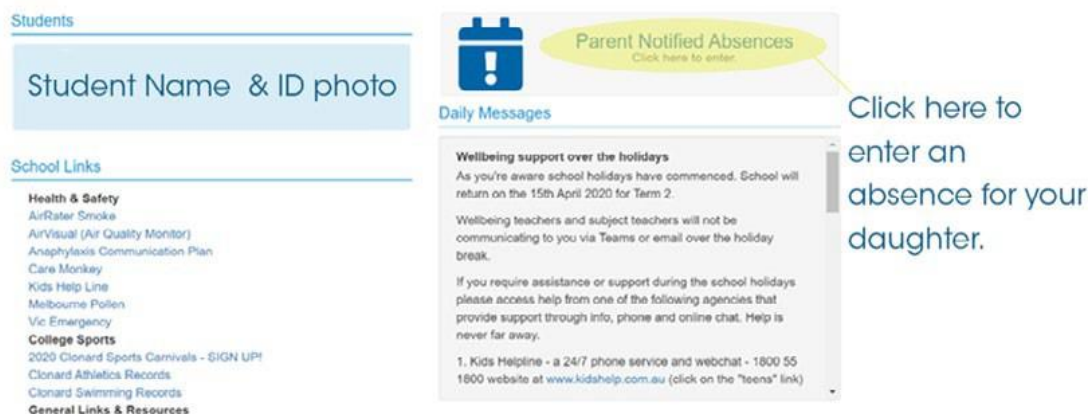
If students need to leave school during school hours, they must have a note in their diary from a parent. This note is to be signed by the Wellbeing teacher or Year level Wellbeing and Community Leader before signing out at the General Office. Students are to show Office Staff their signed note and will then be permitted to use the electronic system to sign out.

Absences from School

As a duty of care, the College must know where students are during school hours and as such parents are required to notify the College prior to any absence. Absences can be reported via:

PAM: <https://clonard.vic.edu.au/pam>

Individual logins will be provided.



If PAM is not accessible at the time of reporting, parents can:

SMS - 0447 520 440 (text line only) please include full name, homeroom and absence date/s.

Call the General Office directly – 03 5278 2155

The College notifies parents by SMS at approximately 11:00am if any students are absent or late to school without reason or parent notification.

Parents are to write an explanatory note in the College diary following a student's absence from classes. The student must show this to the Wellbeing teacher and subject teachers as soon as they return to school.

Short and Long Term Absences

If you are planning an absence of between 2-5 school days, you must collect a Short-term Planned Absence form from the General Office. Parents must complete this form, which then needs to be signed by each subject teacher to acknowledge absence.

If you are planning an absence of greater than five days, your parents/guardians need to contact the Community and Wellbeing Leader or one of the Assistant Principals directly who will then provide an Extended Planned Absence form. Please note, this form will only be forwarded after this contact is made.

Exit of Students from the College

In the event of a student leaving the College, an Exit Form must be completed before an enrolment can be made at an alternative school. Parents are asked to inform the Wellbeing Teacher, Community and Wellbeing Leader and Principal. Prior to a decision to exit the College, families are encouraged to have discussed this decision with the Wellbeing and Community Leader and attend a formal exit interview. Students cannot be exited officially from the College until all areas of the exit form are signed off.

Attendance at College Events

Throughout the year, the College celebrates many religious, cultural and sporting events, e.g. House Athletics, Swimming Carnival and Brigidine Day. These events are important to the College's community ethos and attendance by all girls is compulsory. Normal classes do not run on these days.

Mobile Phones

The College recommends that these items are not brought to school. If a student chooses to bring these items to school, the College accepts no responsibility for the loss or damage of these items. It is the student's responsibility to secure these items at all times. Unless given permission by the teacher, these devices should be placed in a student's locker at the start of the day and are not be used between 8.50am and 3.20pm.

The College's Mobile Phone Policy is available on the College website: <https://clonard.vic.edu.au/policies>

Personal Property

Students are at all times responsible for the security of personal items. Items of clothing and books should be clearly labelled with the student's name. All students are issued with a personal locker and combination lock. Student lockers are to be locked at all times with the school issued lock. All personal items, including books, uniform items and laptops should be stored in the student's locker when they are not in use. Students are asked to minimise the amount of personal cash that they carry with them at school.

Public Behaviour

The good name of Clonard is valued by all in our College community. As such, the expectation of students in public is regarded as important to sustaining our reputation. Students are expected to treat members of the public with respect and good manners. Students using public transport are required to oblige by the regulations of the transport company and assist members of the public when necessary. The wearing of the College uniform to a high standard in public is important and reflects on the good name of the Clonard. Family support in maintaining these standards is expected as part of your daughter's enrolment.

Restorative Practices

Clonard College takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. At Clonard, our aims with regard to Restorative Practices are:

- To educate students towards self-directed right behaviour.
- To promote, nurture and protect healthy relationships among the members of the community.
- To enable students to be accountable for real consequences of any wrongdoing.

The following questions guide the restorative process.

When things go wrong:

What happened?

What were you thinking at the time?

What have you thought about since?

Did you make a good choice or a bad choice?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

When someone has been hurt:

What did you think when you realised what had happened?

What impact has this had on you and on others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Positive Behaviour 4 Learning

What is PB4L?

Positive Behaviour 4 Learning (PB4L) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behaviour planning. At Clonard our expectations for positive behaviour are Respect, Engagement and Responsibility and the skills needed to meet these expectations are explicitly taught. The purpose of PB4L is to give all students the skills to be socially and academically successful which will contribute to a positive school climate in which appropriate behaviour is the norm.

Key elements of PB4L which are being implemented are:

- The teaching and promotion of school wide expectations (see Expectations and Skills Matrix)
- The acknowledgement and reward of positive behaviours (see Positive Acknowledgements Matrix)
- Predictable responses to problem behaviours (see Predictable Responses to Problem Behaviour Flowchart)

Expectations and Skills Matrix

	 ALWAYS	 IN THE LEARNING ENVIRONMENT	 IN THE COMMUNITY	 USING TECHNOLOGY
 RESPECT <i>Live Well</i>	<ul style="list-style-type: none"> Practise safe behaviours Respect personal space, privacy and property of others Be inclusive Wear the correct uniform Look after equipment and facilities Treat and speak to others in a friendly, polite and kind way Be accountable for your actions Care for the College environment, equipment and facilities 	<ul style="list-style-type: none"> Be on time and ready to learn Respect differences of opinion Work cooperatively and independently when required Let others learn 	<ul style="list-style-type: none"> Represent the school with pride Care for the environment as our common home Actively promote a just world Demonstrate compassion and kindness towards others 	<ul style="list-style-type: none"> Respect the privacy and rights of yourself and others Practice safe and respectful cyber citizenship Speak up to protect others from cyberbullying Report concerns or unsafe behaviours Abide by the ICT user agreement Care for your school device
 ENGAGEMENT <i>Learn Well</i>	<ul style="list-style-type: none"> Participate positively Actively listen to others Share ideas, wonderings, knowledge and skills with others Seek out and take part in school events and extra-curricular activities Ask questions when unsure or in need of help 	<ul style="list-style-type: none"> Take responsibility for own learning Strive for personal best Submit work on time Seek help when required Seek opportunities for feedback Seek challenge when learning to extend own skills Respond and rethink approach based on feedback 	<ul style="list-style-type: none"> Seek out and become involved in opportunities that contribute to the wider community Be aware and considerate of community needs and respond with compassion 	<ul style="list-style-type: none"> Use technology purposefully, responsibly and creatively for learning tasks Keep informed and connected to the community using all platforms Collaborate and create to deepen learning Ensure laptop is charged, updated and ready for use
 RESILIENCE <i>Be Well</i>	<ul style="list-style-type: none"> Know and celebrate your strengths – seek opportunities to use them Embrace change for new opportunities to improve learning Persist despite setbacks and challenges Seek out positive solutions to problems View setbacks and challenges as an opportunity to learn and grow Seek opportunities to build and maintain positive social connections Learn, develop and utilise help seeking skills and strategies Learn, develop and utilise skills and strategies for positive wellbeing 			

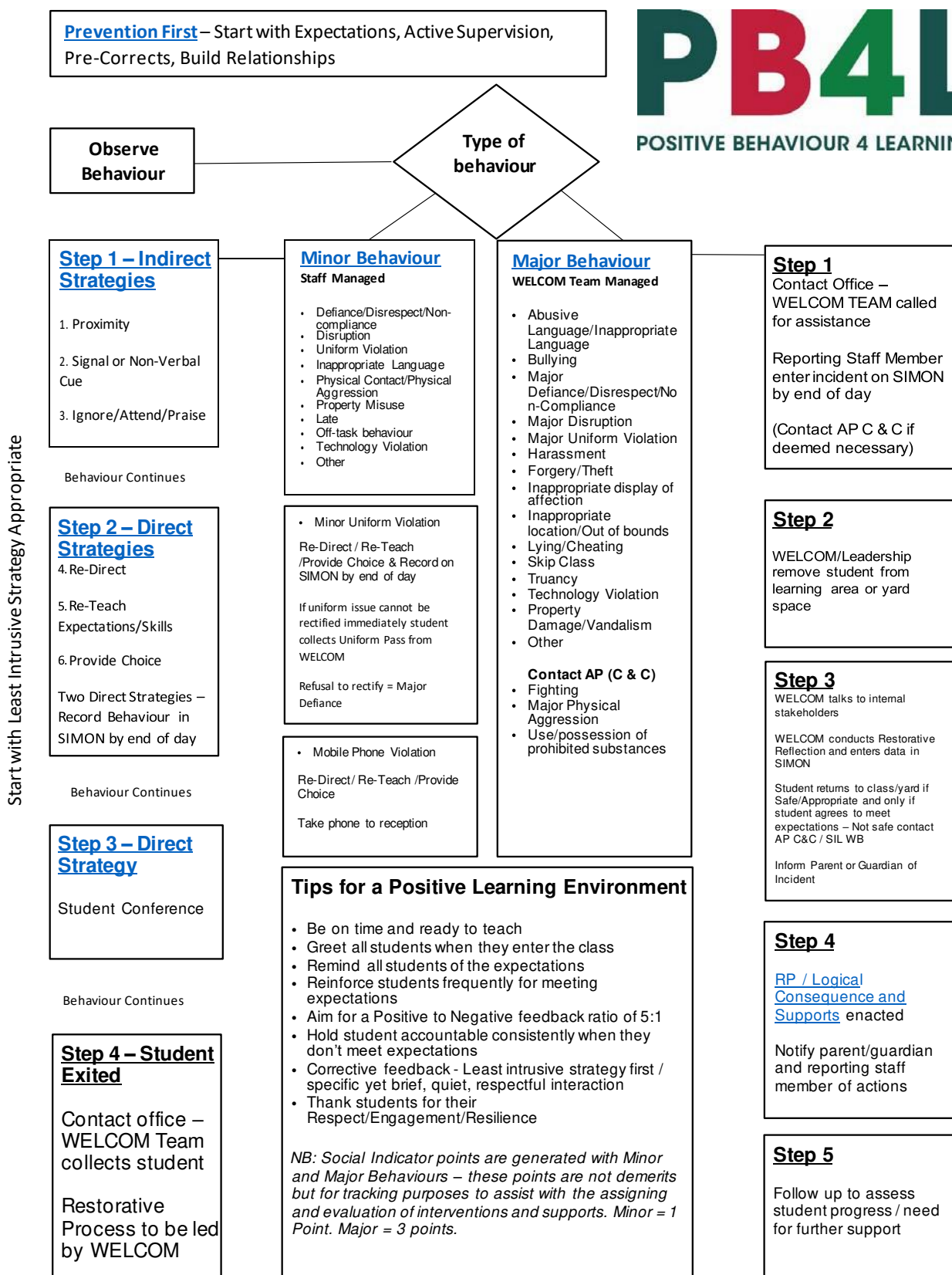


CLONARD COLLEGE
GEE LONG

	When	What
Always	<ul style="list-style-type: none"> - When a student is observed demonstrating a school expectation (Respect, Engagement, Resilience) they receive Specific Positive Feedback 	<p>Specific Positive Feedback</p> <ol style="list-style-type: none"> 1. State the expectation (use our expectations) 2. Specifically describe the behaviour <p>Eg. 'Thank you for being respectful and caring for the environment by picking up your rubbish.</p>
Frequent	<ul style="list-style-type: none"> - When a student is observed demonstrating a school expectation that required a great deal of effort pair positive praise with a commendation connected to the expectation 	<ul style="list-style-type: none"> - Commendation is entered into the student's profile - Parents/Guardians are notified via PAM
Intermediate	<ul style="list-style-type: none"> - SIL Wellbeing draws 10 names from the PB4L box every Friday and these students receive a Clonard Cookie voucher 	<ul style="list-style-type: none"> - WELCOM distributes Cookie Voucher to winning students
Long Term	<ul style="list-style-type: none"> - All students with 5 commendations or more are invited to a special event once a term/ semester 	<ul style="list-style-type: none"> - A PB4L morning tea/lunch event (sausage sizzle/pancake morning tea/donut and hot chocolate morning tea)

NB: these documents are likely to be undergo modifications during 2024

Predictable Responses to Problem Behaviour



WELCOM – Year Level Wellbeing & Community Leader AP C&C – Assistant Principal Community and Culture

Uniform

The College uniform identifies members of Clonard College. It assists in creating an atmosphere of uniformity, pride, loyalty, and equity. In wearing the College uniform, students become ambassadors for our College. Students and parents are asked to support the uniform policy by ensuring that all items are well cared for and worn correctly.

The College uniform identifies members of Clonard College. It assists in creating an atmosphere of uniformity, pride, loyalty, and equity. In wearing the College uniform, students become ambassadors for our College. Students and parents are asked to support the uniform policy by ensuring that all items are well cared for and worn correctly.

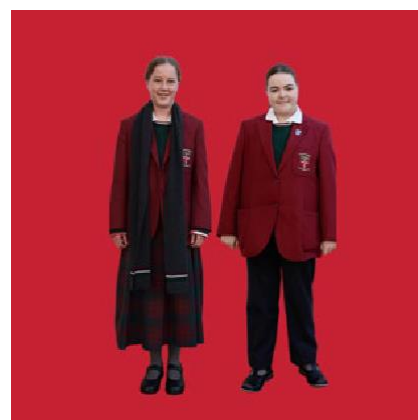
Summer Uniform – Terms 1 and 4

- College Blazer
- Green Summer Dress, Grey Pants or Grey Shorts
- White Summer Blouse
- Green Jumper (Years 7 to 9)
- Grey Jumper (Years 10 to 12)
- Grey Ankle or Knee Length Socks
- Black Leather school shoes
- College bucket hat



Winter Uniform – Terms 2 and 3

- College Blazer
- Long tartan skirt or grey pants
- White Winter Blouse
- Green Jumper (Years 7 to 9)
- Grey Jumper (Years 10 to 12)
- Black Leather shoes
- Grey Tights or Grey Socks
- Grey College Scarf (optional)



Sports Uniform

- Red and Green 1/4 Zip Track Top
- Grey Softshell Jacket
- Green Shorts, Tracksuit Pants or Grey Leggings
- Red and Green Polo Top (Long or short sleeved)
- Sports skirt (optional)
- College Sports cap or College bucket hat



Student Dress Code

- It is recommended that students wear the Summer uniform in Terms 1 and 4 and the Winter uniform during Terms 2 and 3, however due to unseasonal and changing weather conditions, either uniform can be worn during non-specified terms. Please note that the full summer uniform or full winter uniform may be stipulated for formal school events. However if the college jumper is worn, it cannot be worn as the outer garment to and from school. The College blazer is the official outer garment to be worn to and from school.
- Shirts are to be tucked in at all times. Blazers, school jumpers, rugby jumpers and spray jackets are not to be worn around the waist.
- Students may wear the full sports uniform on days for which they are timetabled to participate in Physical Education or Dance classes or as instructed by staff. Athletic shoes fit for purpose are to be worn in all sports classes. Leggings are not to be worn as the outer garment to and from school.
- The college has a long sleeve sports top available for purchase therefore students should not be wearing long sleeve tops under their shorts sleeve sports tops.
- During Terms 1 and 4, it is highly recommended that the College bucket hats are to be worn during recess and lunch and any classes held outdoors.
- Clean black school shoes are to be worn correctly with academic uniform.
- Hair is to be neatly groomed, appropriate to the wearing of uniform. If hair is touching shoulders when sitting naturally, hair needs to be fully tied back and off the face at all times. When the hair is tied back, the accessory used must be maroon, green or white in colour.
- Hair colouring should be kept natural in colour. Extreme colours (such as greens, blues, pinks and reds) are not appropriate.
- Two pairs of silver or gold sleepers or plain, small stud style earrings (two in each ear), is permissible. No other jewellery on any part of the body is to be worn (e.g: nose rings, rings and bracelets).
- Makeup worn is to be minimal. No excessive make-up or false nails are to be worn. Natural coloured nail polish can be worn.
- Tattoos are not endorsed by the College. At no time can tattoos be visible when students are in school uniform or attending school events.

School Backpack

Students are required to purchase the College backpack following the recommendations for good back care and posture. We also discourage transferring an excessive number of books, stationery and personal items to and from school. Instead, it is recommended students have an additional supply of stationery at home to avoid carrying bulky pencil cases in their backpacks. Most textbooks are digitised eliminating the need to carry heavy books to and from school.

Additional Uniform and Personal Grooming Notes

The blazer is the official outer garment to be worn to and from school. On hot days students may wear only the summer dress. The jumper is never to be worn as the outer garment to and from school. School shoes are to be clean and worn correctly i.e. buckled or laced up.

A watch and a maximum of two pairs of gold or silver sleepers/stud earrings to be worn in the lower ear lobe. No other visible piercing or jewellery is permitted. Please be aware that facial piercings are not accepted as part of the College uniform. Students requesting a time period following piercings as an exemption to this rule will not be given permission. All students will be required to remove facial piercings.

On days that a student is timetabled for Physical Education classes they will be permitted to wear her sports uniform to and from school.

Uniform Suppliers

Bellarine Uniforms

<https://clonard.vic.edu.au/enrolment/uniform>

<https://noone.com.au/school/clonard-college/shop>

A: 162 Moorabool Street, Geelong.

P: 5221 9199

Hours:

Monday to Friday Opening Hours: 9.00am – 5.30pm

Saturday Opening Hours: 9.00am – 1.00pm

Second Hand School Supplies

A: 9 Star Street, Geelong.

P: 5229 7766

Check website for opening times: **W:** <http://www.secondhandschoolsupplies.com.au>

2024 Schedule of Fees and Charge

Statement of Fees

Fees will be billed on an annual basis in February, with updated statements issued during the year.

Annual Fees

The College charges an annual tuition fee. For 2024 the fee is \$ 4,295.00.

This annual tuition fee covers the following items:

Curriculum costs

Extra-curricular activities

Including compulsory camps, retreats, reflection days and excursions. This also includes a charge for the School Diary and Magazine.

Information technology costs

Including providing to each student a dedicated device including warranty and protection, access to high-speed network (AARNet) and supporting new technologies integrated into the learning environment.

Total Discounts - %

To be eligible for the Health Care Card discount you must successfully apply for the Camp, Sport and Excursion Fund (CSEF).

Total Cost After Discount - \$

FAMILY BREAKDOWN	NO HCC*	WITH HCC*
One student	4,295.00	3,436.00
Two students	7,731.00	6,013.00
Three students	10,308.00	7,731.00

Statement of Fees

Fees will be billed on an annual basis in February, with updated statements issued during the year.
Termly statements are sent to families

Annual Fees

The College charges an annual tuition fee. For 2024 the fee is \$4,095.

This annual tuition fee covers the following items:

- * Curriculum costs
- * Extra-curricular activities

Including compulsory camps, retreats, reflection days and excursions. This also includes a charge for the School Diary and Magazine.

Information technology costs

Including providing to each student a dedicated device including warranty and protection, access to high speed network (AARNet) and supporting new technologies integrated into the learning environment.

Total Discounts - %

FAMILY BREAKDOWN	NO HCC*	WITH HCC*
One student	0	20%
Two students	10%	30%
Three students	20%	40%

To be eligible for the Health Care Card (HCC) discount you must successfully apply for the Camp, Sport and Excursion Fund (CSEF).

Total Cost After Discount - \$

FAMILY BREAKDOWN	NO HCC*	WITH HCC*
One student	4,095	3,276
Two students	7,371	5,733
Three students	9,828	7,371

College Building Fund

The College's Building Fund has financed a number of new buildings and helps maintain existing ones. These works have been made possible through the sacrifice of past and present parents. The levy is \$100 per family per annum. **All donations to the College Building Fund are tax deductible and a separate receipt will be issued.**

Your support of the Building Fund will ensure that new resources and maintenance of existing buildings can be provided for the future.

Annual Camps/Retreats

Annual camp charges are included in the curriculum levy.

CSEF

For concession card holders, CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on 29 January 2024 and/or 15 April 2024

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion

expenses for the benefit of the eligible student.

- Secondary school student rate: \$250.00 per year.

The CSEF is paid directly to the school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

Refer to www.vic.gov.au/camps-sports-and-excursions-fund for additional information

Application Form [CSEF-application-form-2024.pdf](#) (clonard.vic.edu.au)

Payment Options

Direct Debit (Preferred)

Forms are available from the General Office for payment of fees only. The College offers a fortnightly and monthly direct debit option.

Cash/Cheques payments

Bpay (Preferred)/EFT

Details needed for BPAY will be listed on your statement of fees.

EFTPOS/Bank Card Facilities

This facility is available in the General Office for payment of fees only.

COPS – Card Online Payment Services

Direct Debit from credit card (forms available from the General Office).

Centrepay

Centrepay is a free direct bill-paying service offered to customers receiving payments from Centrelink. Information is available from the General Office.

Payment Terms

All families on **direct debit** are able to pay their fees off over the entire year. The amount per direct debit is determined by how many daughters attend Clonard, Conveyance Allowance, etc.

For all **other payment options** the terms of payment are 40% - end of Term 1, 30% - end of Term 2, balance - end of Term 3. Fees can be paid earlier if preferred.

Special Circumstances

Where special circumstances apply and where there is financial hardship, parents are invited to discuss these matters with the Principal and/or Business Manager with a view to lessening the burden. Contact should be made before the end of the first week in February.

Withdrawal of Students from School

Parents are required to notify the Principal, in writing, of their intention to withdraw their daughter(s) from the College. Failure to do so will result in forfeiture of any fees paid in advance. You will be required to pay one terms fees in respect of each student if the parent/guardian does not provide one terms notice.

Student Health

First Aid Room

Clonard has a First Aid room dedicated to students located at the General Office. If a student becomes ill during the day, she should speak directly to a member of the teaching staff in the classroom or on yard duty. If a student is ill and wishes to contact her parents, then she should report to the General Office.

In the event a student is too unwell to return to their scheduled classes, a parent or guardian will be contacted to collect the student. If the student is unable to be collected, alternate arrangements can be made with the General Office. It is the policy of the College to call an ambulance in cases of significant illness or injury. Families should therefore subscribe to the ambulance service to avoid the extremely high costs associated with this service.

Action Plans

Types of Conditions that require a Medical Management Plan can include but are not limited to: ADHD/ADD, Mobility Issues, Brain Injury, Eczema, Autism, Eating Disorders, Hearing, Vision impairment, Continence, Heart Conditions

Step one

Completed by Medical Management plan (Attached) practitioner & parent/carers
Or

Specific Medical - Anaphylaxis, Diabetes, Asthma, Allergy, Epilepsy Management Plans
Completed by Medical Practitioner & Parents/Carers

Anaphylaxis, allergy and more:

<https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis> Asthma:
<https://asthma.org.au/treatment-diagnosis/live-with-asthma/asthma-action-plan>

Diabetes:

Diabetes Victoria:

https://www.diabetesvic.org.au/Advanced-Search-Result-Detail?ocmsLang=en_US&content_id=a1R0o00000Jkhl4EAJ

Australian Paediatric: <https://www.t1d.org.au/plans>

Epilepsy:

<https://epilepsyfoundation.org.au/understanding-epilepsy/epilepsy-and-seizure-management-tools/epilepsy-plans>

Once these documents have been completed, please upload the Medical Management Plan to Operoo.

Please ensure new and in date documents are provided all dates, signatures, student photos (if required) are completed prior to commencing at Clonard College.

If your child has anaphylaxis, allergies, asthma, diabetes, epilepsy or a medical condition for which

they require medication or support during their time at school, appropriate medical documentation must be submitted to your child's Operoo medical profile. It is the responsibility of the parent/carer to keep the College informed of changes to their child's medical documentation using Operoo.

New action plans, endorsed by your doctor, and including a student photo identification, must be provided to the school at the beginning of each year.

Templates of action plans can be found on the College website: [Student Health](#)

Medications

Medication Authority Form : not required for Anaphylaxis/Allergy or Asthma medication as long as the condition specific health plan has been completed.

Completed by Medical Practitioner & Parents/Carer

Or

Emergency Medication Management Plan (Midazolam)

Completed by Medical Practitioner & Parents/Carer

Medications prescribed as part of the medical management plan **MUST** be left at the front office. Medications must be **pharmaceutically labelled** which includes the following information:

- Name of student/patient
- Date of dispensing
- Dosage and method of dosage
-
- Please note asthma relievers and spacers must always be held with your child. We strongly recommend that a child with anaphylaxis always carries an additional adrenaline autoinjector with them (this is in addition to the adrenaline autoinjector that is held in the child's medical box located in the front office).

Paracetamol is not distributed at the main office in accordance with Melbourne Archdiocese Catholic School (MACS) First Aid Policy.

NB. In case of an anaphylaxis emergency onsite or on an excursion, please note that the EpiPen autoinjector is used at Clonard College

Student Health Leader: studenthealth@clonard.vic.edu.au

Student Medical Forms, Action/Communication Plans: <https://clonard.vic.edu.au/student-health>

Bus Travel & Conveyance Allowance

Geelong has an extensive public transport network comprised of buses and trains, catering to the easy access to Clonard from anywhere in the Greater Geelong region. The cost of transport and eligibility for conveyance allowance is determined by the student's place of residence.

The bus network in Geelong is operated by two entities:

CDC Victoria – services West and North Geelong suburbs.

P: 5240 5000 **W:** <http://cdcvictoria.com.au/cdcgeelong>

McHarrys Bus – services South & East Geelong suburbs, Surf Coast and Bellarine Peninsula lines.

P: 5223 2111 **W:** <http://mcharrys.com.au/school-bus>

McHarrys Country Service – contract buses operate for students travelling from outer Geelong regions.

Please direct bus concerns to Lesley De Noronha at Clonard College: **P:** 5278 2155 Ext.5 or **E:** lesley.denoronha@clonard.vic.edu.au

Travel and Public Behaviour

There is an expectation and a code of conduct that is to be adhered to by students at all times. This is particularly important when travelling to and from schools. Whilst on the bus, it is important they are respectful and courteous to fellow students, as well as the general public. Any instructions given by the bus drivers must be strictly obeyed.

If negative behaviour does occur or failure to meet code of conduct expectations, the College is committed to effectively ensuring appropriate counselling and disciplinary action which may result in the loss of the right to travel on the bus.

Please refer to your information pack for more details as a guide to assist your planning, and forms pertaining to bus travel based on your current address. For further assistance please contact:

Bus Coordinator: Lesley De Noronha **E:** lesley.denoronha@clonard.vic.edu.au

There are three different bus service options available to Clonard Students. Your address will determine the service applicable to your area. Please find the area you live and follow the notes that will be applicable to you.

Disclaimer: Bus information provided is accurate at the time of publish/print.

Country Contract Buses (Option 1)

McHarry's Buslines operate contract buses, there is no charge from: Anakie, Bannockburn, Barrabool, Batesford, Gheringhap, Gnarwarre, Inverleigh, Lethbridge, Little River, Maude,

Meredith Shelford, Stonehaven, Teesdale and Wingeel.

Please Note: students from areas such as Anglesea, Aireys Inlet, Bambra, Bellbrae, Bells Beach, Buckley, Ceres, Deans Marsh, Freshwater Creek, Lorne, Moriac and Winchelsea are not attending the nearest appropriate school to claim free travel, therefore you will require a letter of Non-Acceptance from Sacred Heart. This letter is conditional to Sacred Heart College NOT having places available.

Clonard will provide you with a form the Application for Permission to Travel for submission to the College. Following completion of this form you will receive confirmation travel details at the start of 2024 regarding your daughter's bus travel. Bus passes are not issued for Country Contract travellers. It is preferred that you contact Clonard direct if you have any concerns in this regard. As the process involves other schools across Geelong, your patience is greatly appreciated as the coordination is across entire country bus travel in this region. Please Contact Lesley De Noronha at Clonard College:

P: 5278 2155 Ext.5 or **E:** lesley.denoronha@clonard.vic.edu.au

Public School Buses (Myki / Conveyance Allowance) (Option 2)

CDC operate services from: Anakie Road, Bell Park, Belmont, Corio, Highton, Lara, Lovely Banks, Norlane, North Geelong. (Note that a Letter of Non Acceptance is required for the Highton Area)

Please find below the following facts to keep in mind for your daughter's bus travel

Conveyance Allowance is financial assistance for parents/guardians that is claimable, the amount is credited to your fee account. The conveyance allowance is available to eligible students travelling by public transport. Complete and return your Conveyance Application Form that Clonard College provides.

- Eligibility Criteria – Student resides 4.8KM or further from the College (refer BING MAPS website).
- Student attending their nearest school (or a letter is provided from the nearest same gender Catholic College, stating that an enrolment place is not available). We highly recommend that you purchase a Yearly/Half Yearly bus pass.

Process of acquiring Yearly/Half Yearly Bus Pass

To purchase a Student Myki Pass just provide our PTV Approved Student ID card at a staffed station or bus operator selling paper student passes. You will also need to provide your contact details when purchasing your Student Pass — this allows the student to visit the issuing station to obtain a replacement Student Pass if it is lost or stolen.

1. Your daughter's student approved Identification card will be available for collection in January when our office opens. An email will be sent when ID cards become available for collection from Clonard College.
2. Take the student pass to the PTV hub in Westfield Mall or any train station with a hub. You will be able to purchase your pass and will receive a loaded Myki Card and a student concession pass for all travel within Geelong.
3. Provide Clonard College with proof of purchase immediately. A copy of the pass and Myki pass is sufficient. The total cost is claimed on your behalf by the College and pending the requirements will be credited to your fee account.

Note: If you choose a daily top up system, it is imperative that you register your Myki card for a statement as your proof of purchase. This is not the ideal solution as the total cost you will spend will not be the total amount we are able to claim back. It is strongly recommended that students register their myki Student Pass to protect this high-value product and to be eligible for a replacement if it is lost or stolen.

If you have any enquires in relation to bus travel we highly recommend checking the CDC Victoria, P: 5240 5000 Visit: <http://cdcvictoria.com.au/cdcgeelong>

McHarry's Buslines (Myki/Conveyance Allowance) (Option 3)

McHarry's Buslines operate services from: Armstrong Creek, Barwon Heads, Clifton Springs, Collendina, Connewarre, Curlewis, Drysdale, East Geelong, Geelong, South Geelong, Grovedale, Indented Heads, Jan Juc, Leopold, Marshall, Moolap, Mount Duneed, Murradoc, Newcomb, Ocean Grove, Portarlington, Queenscliff, St Albans Park, St Leonards, Torquay, Waurin Ponds, Whittington (CDC Travellers Highton and Wandana Heights)

Please find below the following facts to keep in mind for your daughter's bus travel:

Conveyance Allowance is financial assistance for parents/guardians that is claimable, the amount is credited to your fee account. The conveyance allowance is available to eligible students travelling by public transport. Complete and return your Conveyance Application Form that Clonard College provides.

- Eligibility Criteria – Student resides 4.8KM or further from the College (refer BING MAPS website).
- Student attending their nearest school (or a letter is provided from the nearest same-gender Catholic College, stating that an enrolment place is not available). We highly recommend that you purchase a Yearly/Half Yearly bus pass.

- You are required to obtain a letter of “Non-Acceptance” from Sacred Heart College (as this is the closest same-gender Catholic School to your address). This is required to overcome the requirement as your Conveyance claim is only payable when attending the nearest appropriate school. If you do not obtain this letter, the Conveyance will not be paid.
- Contact Sacred Heart College 5221 4211 and expect to fill out an application form for the “Non Acceptance Letter”. Note the letter is conditional to Sacred Heart College NOT having place available to offer. If there are places available, you are not entitled to the Non-Acceptance Letter and therefore are not eligible to claim an allowance.

Process of acquiring Yearly/Half Yearly Bus Pass

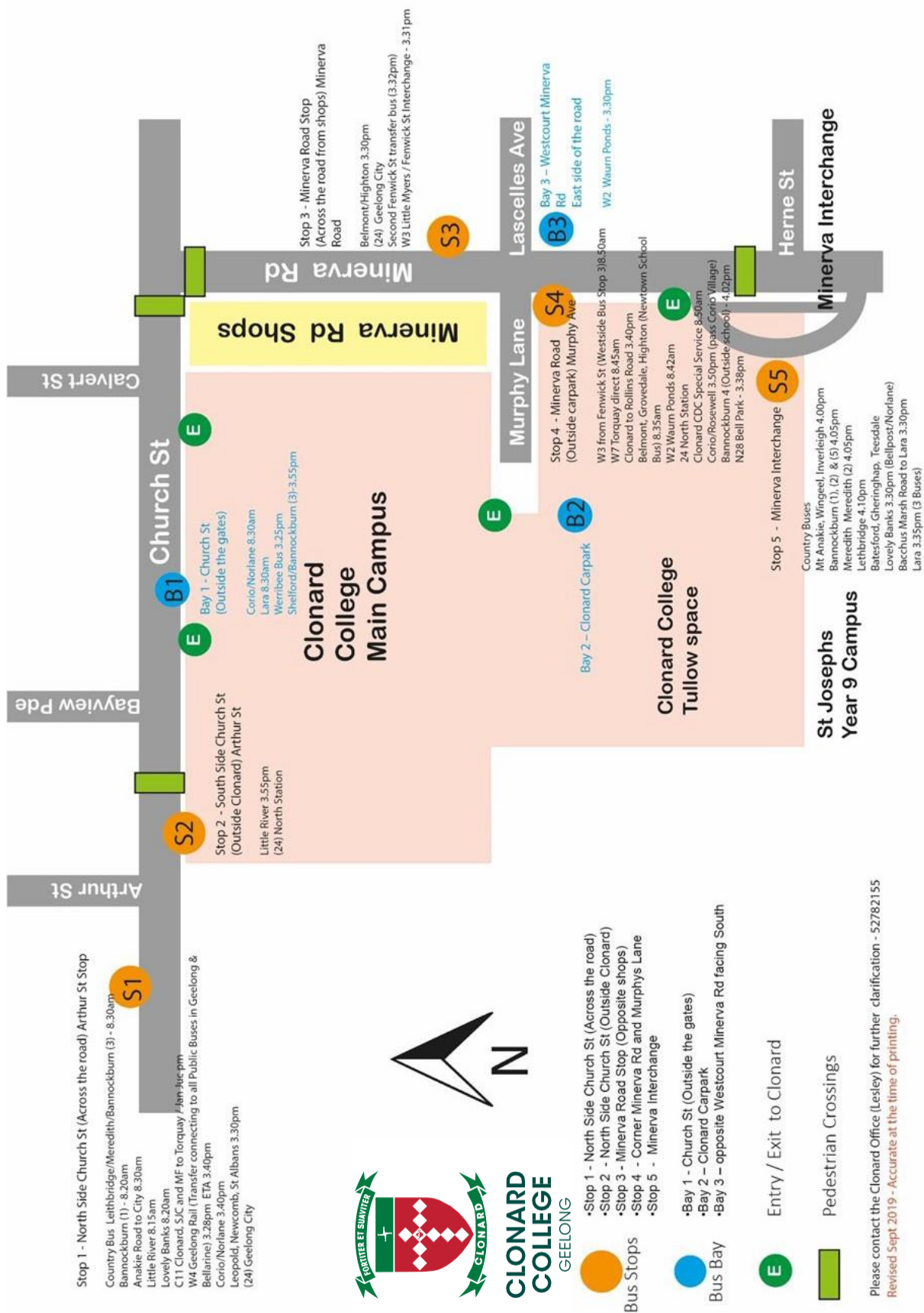
To purchase a Student Pass just show the PTV Approved School Student ID card at a staffed station or bus operator selling paper student passes. You need to provide your contact details when purchasing your Student Pass — this allows the student to visit the issuing station to obtain a replacement Student Pass if it is lost or stolen.

It is strongly recommended that students register their myki Student Pass to protect this high-value product and to be eligible for a replacement if it is lost or stolen.

1. Your child’s student approved Identification card will be available for collection in January when our office opens. This is issued after photos are taken during orientation. An email will be sent when ID cards become available for collection here at Clonard College.
2. Take the student pass to the PTV hub in Westfield Mall or any train station with a hub. You will be able to purchase your pass and will receive a loaded Myki Card and a student concession pass for all travel within Geelong.
3. Provide Clonard College with proof of purchase immediately. A copy of the pass and Myki pass is sufficient. The total cost is claimed on your behalf by the College and pending the requirements will be credited to your fee account.

Note: The Family Payments Unit (FPU) is responsible for the management of the student Conveyance Allowance Program and the Student Conveyance Allowance System (SCAS). Eligibility of Conveyance is determined by this State Government department.

If you have any enquires in relation to bus travel we highly recommend checking the McHarry’s website or call for further assistance. McHarrys Bus, **P:** 52232111 **W:** www.mcharrys.com.au



Please contact the Clonard Office (Lesley) for further clarification - 52782155
Revised Sept 2019 - Accurate at the time of printing.

